r e p o r t

N o O n e L e f t B e h i n d
increasing the reach and quality of education

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Abbreviations used in this document

ADL/SCORM	Advanced Distributed Learning and Sharable Courseware Object Model
BEPS	Basic Education Policy Support
DHS EdData	Education Data for Decision Making
ECS	Education in crisis situations
EDC	Education Development Center
EFA	Education for All
GDA	USAID Global Development Alliance
GLOBE	Global Learning and Observation to Benefit the Environment
ICLP	International Child Labor Program
ILO	International Labour Organization
INEE	Inter-Agency Network for Education in Emergencies
IPEC	International Program on Elimination of Child Labour
IT	Information technology
PI	Performance Improvement
SBS	Step-by-Step (USAID program)
UN	United Nations
UNHCR	United Nations High Commissioner for Refugees
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

Executive Summary

This document summarizes the proceedings of the USAID 2001 Human Capacity Development Workshop entitled *No One Left Behind: Increasing the Reach and Quality of Education.* The workshop was attended by USAID staff, representatives of international organizations, and members of the private sector. The workshop focused on nine themes:

1. Basic education and education for all

2. Economic growth and workforce development

3. HIV/AIDS and institutional/human capacity impacts

4. The USAID Global Development Alliance

5. Information technology

6. Abusive child labor

7. Human capacity development and training: advances and innovations

8. Sector capacity building: higher education partnerships

9. Education in conflict/crisis situations

Participants offered a wide range of views, experiences, and solutions to the problems found in each of these areas. This report reflects the aggregate input of the participants through their presentations and discussions. Participants described the many challenges facing global education, current efforts to overcome these challenges, and further action needed. The appendix offers a complete list of presentations for the reader who wishes to explore a topic further.

Basic education and education for all. The challenges of advancing global education are formidable, as evidenced by the disappointing performance of the Education for All (EFA) initiative during the 1990s. EFA raised awareness about key issues such as the role of education in development and the importance of educating women. However, overall progress was modest, and EFA failed to achieve its stated goals. Experts who have studied EFA cite several reasons for its failure: overly optimistic goals, lack of understanding and commitment from governments, inefficient bureaucracies, emphasis on quantitative goals, and unclear objectives.

In the wake of EFA, USAID began to study how to achieve better outcomes in basic education. As part of its Basic Education and Policy Support activities, USAID conducted interviews with a wide range of educators and development experts. The information gathered identified the salient issues in global education today. The data provided much of the basis for the dialogues and debates that took place at the conference.

There is no agreed-upon definition of basic education, either among the countries that have programs called "basic education" or among the participants in the conference. The lack of a universal understanding has hindered efforts to procure government funding for basic education. Many basic education programs begin as pilot projects, and some participants question this focus. They point out that many governments cannot afford to apply the lessons learned throughout their education systems. Concern was also expressed over projects that focus exclusively on formal education because they may neglect related areas of development. The consensus was that greater flexibility is needed. That is, programming must adapt to local needs. Educational campaigns should be holistic and reach across sectors. Participants also agreed that countries should make longer-term commitments to education and take greater risks.

Participants made specific recommendations for improving on past performance and meeting ongoing challenges in basic education: forming equitable partnerships, generating reliable data, removing language barriers, accommodating the disabled, and balancing access with quality.

Economic growth and workforce development. With regard to workforce development, participants noted the enormous number of unemployed and underemployed-and the difficulties of inducing economic growth. Several suggestions were made for cultivating a competitive and skilled workforce: universal certification systems, more efficient means of skill acquisition, greater variety in training programs, and improved communication of labor needs by industry.

HIV/AIDS and institutional/human capacity impacts. Difficulties in education and training are aggravated by the HIV/AIDS crisis. HIV/AIDS is the fourth leading cause of death globally, and the leading cause of death in many parts of the world. The epidemic continues to devastate the educational systems of developing countries. Participants discussed the need to incorporate HIV/AIDS in current education reforms, develop workplace policies sensitive to infected persons, and improve HIV/AIDS prevention education.

The heavy toll of HIV/AIDS suggests that existing mechanisms do not adequately address the problem. Additional capacities in health, education, and development are needed. As noted by participants, this buildup must be a long-term endeavor and will require changes at several levels. Such progress is very difficult to achieve in a crisis—especially as social indicators worsen and personal incomes decline. To build capacity in such unfavorable times, governments must improve their internal efficiency and take greater advantage of external assistance.

The USAID Global Development Alliance. The USAID Global Development Alliance (GDA) is a new tool to build capacity by promoting global development partnerships. The initiative sponsors projects in which a relatively small investment can produce significant returns. A number of GDA activities are planned and several are underway. One of the most visible current projects is the development of Centers of Excellence for Teacher Training in Latin America and the Caribbean. While GDA is a promising model, it must still mature into an effective tool for global change. As evidenced in the literature, there are significant obstacles to forming and sustaining functional partnerships. For example, participants expressed concern over how to reconcile public and commercial interests. Partnering with firms that may have questionable development ethics compromises the integrity of missions. On the other hand, the private sector may be reluctant to form partnerships due to the bureaucratic or regulatory nature of many public agencies.

Participants suggested that time is critical to healthy partnerships. Researching and courting potential partners and building trust require serious time commitments. Too many planners confuse quick turnaround with efficiency. In reality, partnerships that are formed without substantial forethought (i.e., too quickly) are likely to become grossly inefficient. Furthermore, greater flexibility is needed to improve overall performance. Agencies must be willing to take risks and adjust their internal mechanisms to serve the goals of the partnership.

Information technology (IT). IT is another major theme of current USAID programming. The agency's DOT.Com initiative is designed to harness the tremendous potential of IT and apply it across sectors. DOT.com has subprograms that focus on using IT in government, expanding IT in underserved areas, and applying IT in education. USAID also supports a number of IT educational programs in developing countries. Participants strongly agreed that content and pedagogy should be the prime considerations in IT programs and that mechanisms must be created to evaluate their quality. However, due to the enormous costs involved, some participants stated that educators who push for greater use of IT maybe out of touch with the realities of the developing world.

Abusive child labor. Greater consensus was found on the issue of abusive child labor. The international community has pledged to eradicate labor practices that harm or exploit children. Abusive forms of child labor include prostitution, forced labor, drug trafficking, and hazardous industrial jobs. Participants reviewed strategies to combat child labor from UNICEF, the International Labour Organization, and the U.S. Department of Labor. Lessons learned from these efforts highlight the value of access to quality education in preventing abusive child labor. Strong parental, community, and teacher involvement is also essential.

Human capacity development and training: advances and innovations. Participants discussed several means of improving human capacity and performance. Such methods include the Performance Improvement (PI) approach, which is designed to build human capacity through organizational change; school-based civic education (learning to "do" democracy); storytelling using video; and distance education. As noted in the workshop, there is no universal prescription for human capacity development. The success of any approach depends on the specific situation. The challenge for educators is to match identified needs with the most appropriate means of development.

Sector capacity building: higher education partnerships. In higher education, capacity building is often achieved through partnerships. University partnerships tend to be especially effective when they have diverse expertise and strong funding. Participants observed that parity, common vision, and transparency are keys to successful partnerships. To ensure sustainability, partners must commit to performance benchmarks and apply the strategies broadly.

Education in conflict/crisis situations (ECS). This was the final theme of the workshop. These situations include natural disasters, armed conflicts, and "quiet" crises such epidemics. Participants agreed that ECS is necessary because education is a human right and the extent of need constitutes a moral imperative. Despite growing support, ECS is dependent on short-term emergency funding and reaches only about 30% of children in need. The focal point of international ECS activity is the recently formed Inter-Agency Network for Education in Emergencies (INEE). INEE members include multinationals, governments, foundations, and practitioners. As presented, ECS offers especially high return on investment because it provides needed social protection and a sense of normalcy for children.

The themes discussed in the workshop affect the reach and quality of education throughout the world. While the successes of recent years are encouraging, the gap that remains is sobering. The task is difficult and complex, and can only be addressed with consistent efforts over the long term. Knowledge gained from analyses of the topics addressed by the conference will strengthen efforts to ensure that <u>no one is left behind</u>.

Introduction

In August 20-23 2001, the United States Agency for International Development (USAID), through its Basic Education and Policy Support (BEPS) Activity, sponsored a 4-day workshop entitled, "No One Left Behind: Increasing the Reach and Quality of Education." The workshop was attended by USAID staff, representatives of international agencies such as the United Nations (UN) and the World Bank, and members of the private sector. (See appendix for a complete list of presenters.)

As its title suggests, the workshop explored how to improve educational opportunities for all citizens of the world. This inclusive approach to global education is an outgrowth of U.S. President George W. Bush's domestic initiative No Child Left Behind.

The workshop focused on nine themes:

- Basic education and education for all

- Economic growth and workforce development

- HIV/AIDS and institutional/human capacity impacts

- The USAID Global Development Alliance

- Information technology

- Abusive child labor

- Human capacity development and training: advances and innovations

- Sector capacity building: higher education partnerships

- Education in conflict/crisis situations

Each of these themes impacts the reach and quality of education throughout the world. The following pages summarize the lessons learned from the workshop in each area. This report reflects the aggregate input of the participants through their presentations and discussions. Knowledge gained from these exchanges will strengthen efforts to ensure that no one is left behind.

1. BASIC EDUCATION AND EDUCATION FOR ALL

A LESSON FROM THE PAST

The challenges of advancing global education are formidable, as evidenced by the disappointing performance of the Education for All (EFA) initiative. At the 1990 World Conference on Education for All in Jomtien, Thailand, 150 countries pledged to cut adult illiteracy rates in half and make primary education available to all children by 2000. Participants approved a strategic framework for meeting these goals.

EFA raised awareness about key issues such as the role of education in development and the importance of educating women. However, overall progress was modest, and EFA failed to achieve its stated goals. Experts who have studied EFA cite several reasons for its failure: overly optimistic goals, lack of understanding and commitment from governments, inefficient bureaucracies, and unclear objectives. As one critic put it, EFA "increasingly adopted a minimalist approach and favored facile, fast and short-term solutions" [Torres 1999].

RENEWED FOCUS

In the wake of EFA, USAID began to study how to achieve better outcomes in basic education. As part of its BEPS activities, USAID conducted 40 interviews with a wide range of educators and development experts. The study identified the salient issues in global education today. Such issues sparked dialogue and debate at the workshop:

◢ The effects of global change (geopolitical, economic, technological, etc.) on education

◢ Determining what knowledge is essential and how knowledge relates to culture

◢ How children learn to be productive citizens and lifelong learners

◢ Alternate areas of educational investment (informal settings, communities, government programs, etc.)

The discourse on these topics produced a number of noteworthy points. Foremost, participants could not agree on a single definition of basic education. One participant noted that the U.S. Congress defines basic education as (1) pre-primary, primary, and secondary education; (2) formal teacher training; and (3) adult literacy. To the chagrin of many development practitioners, the official U.S. definition does not include non-formal or higher education. Such disagreements are apparent throughout the world. This lack of a universal understanding has hindered efforts to procure government funding for basic education.

Furthermore, some participants questioned the continuing focus on pilot projects since many governments cannot afford to apply the lessons learned. Concern was also expressed over projects that focus exclusively on education because they may neglect related areas of development.

The consensus was that greater flexibility is needed. That is, programming must be adaptable to specific needs and locations. Educational campaigns should be holistic in nature and reach across sectors. Participants also agreed that countries should make longer-term commitments to education and take greater risks.

SETTING OBJECTIVES

Participants made specific recommendations for improving on past performance and meeting ongoing challenges. The proposed objectives are summarized below:

- Form Equitable Partnerships -

The inherent advantages of partnerships in education and development are well known. Agencies rely increasingly on partnerships to focus financial and human resources. For partnerships to succeed, partners must have equal and/or complementary roles. So-called partnerships in which stakeholders are neither equal nor complementary have proved dysfunctional. Thus, the development community must strive for equitable partnerships that recognize the strengths and dignity of all stakeholders.

- Obtain Reliable Data -

There is a long-standing scarcity of quality data on global education. As late as 1994, the UN Educational, Scientific, and Cultural Organization (UNESCO) was the only international agency engaged in any type of objective study. The reliability of available data remains inadequate. One potential solution is the Education Data for Decision Making project (DHS EdData) recently established by USAID. The project is designed to improve accuracy in data gathering and analysis. Activities have occurred in Guinea, Egypt, and Uganda—and are currently underway in Malawi and Zambia. Initiatives like DHS EdData are needed to close the information gap in global education.

- Remove the Language Barrier -

According to estimates, the 6 billion people in the world today speak roughly 6,000 languages [Malone 2001]. While many development projects seek to increase access to education, few address the fact that many children do not understand the language of instruction. Language conflicts are often overlooked in the scheme of mainstream education reform. As a result, a host of ethnic groups are left behind. Obviously, measures are urgently needed to ensure the language of instruction is appropriate for the child.

- Include the Disabled -

By definition, development should focus on the most vulnerable populations. However, such has not been the case with the disabled. Two reasons were cited for the lack of services for disabled children: inadequate funding and failure to provide appropriates incentives to programs. While progress has been slow, fine models do exist: the Victims of Torture program, the Patrick J. Leahy War Victims Fund, and the Displaced Children and Orphans Fund. Such programs are effective, but few in number. Greater outreach is needed to provide a firm strategy for inclusion.

- Balance Access with Quality -

Although often viewed as separate objectives, access and quality are interdependent. Change in one impacts the other. Many are concerned that the traditional focus on access may be hampering efforts to provide quality education. Now, as in the past, the success of programming is often measured by the number of seats filled. Efforts to increase "numbers" take precedence over quality. As Fernando Reimers states in his recent book Unequal Schools, Unequal Chances:

> *Access and quality become inextricably linked as one moves up the education ladder . . . access to secondary education is possible only upon completion of primary education, which is possible only upon a strong foundation of early learning, all of which requires quality teaching.*

2. ECONOMIC GROWTH AND WORKFORCE DEVELOPMENT

THE RATE OF EXCLUSION

Welcome to reality:

◣ Nearly 150 million people in the world today are unemployed.

◣ About 30% of workers are either unemployed or do not earn enough to support themselves or their families.

◣ 3 billion people try to survive on $2 a day [Aring 2001].

Without question, a substantial portion of the world's population has been excluded from the benefits of economic growth. Invariably, experts clash on the best way to stimulate such growth, perhaps because many approaches have produced mixed results. Joseph Stiglitz, former chief economist of the World Bank, has suggested that economic growth is affected by a wide array of factors, including education and the quality of financial institutions. This position implies that no single policy or agency can induce economic takeoff.

Even so, today's global economy is a new phenomenon. Its potential to ignite growth and development should be exploited. The risks of globalization are small compared to the cost of exclusion.

KEEPING PACE WITH GLOBALIZATION

The global economy demands a skilled workforce throughout the world. New markets for goods and services are constantly emerging. Traditional forms of production and distribution are being replaced by new technologies. Competition and commerce have raced to the top of national agendas. In short, global trade is changing the way the world works.

Development is dependent on a competitive and appropriately skilled workforce. Participants identified conditions that will help cultivate such a workforce:

◣ Universal certification systems to increase the portability of skills

◣ More efficient means of skill acquisition

◣ Greater variety of training programs and circumstances

◣ Improved communication of labor needs by industry

Meeting such needs will require linkages between the supply side (labor and educators) and the demand side (industry). Acting alone (or together clumsily), neither side can fully appreciate these needs or address them effectively. For example, the supply side cannot acquire necessary skills if the demand side fails to articulate which skills are necessary. Likewise, the demand side cannot hire skilled workers if the supply side lacks appropriate training. Thus, the key to workforce development is bridging the gap between sides. Participants offered several suggestions on how USAID and other agencies can build this bridge:

▲ Develop holistic approaches to workforce development that can address issues at multiple levels (from industry management to trainee populations).

▲ Provide more flexible funding mechanisms (i.e., not earmarked).

▲ Solicit broad stakeholder input.

▲ Create public works programs that in turn create jobs.

▲ Adopt a long-term view of workforce development.

As noted in the workshop, a skilled workforce is the only competitive advantage that is sustainable over time. Given the global reach of today's economy, the potential for return on human investment is greater than ever.

3. HIV/AIDS AND INSTITUTIONAL/HUMAN CAPACITY IMPACTS

A GLOBAL HEALTH CRISIS

◢ Every day, 8,000 people die from HIV/AIDS-related illness.

◢ Every hour, 600 people become infected.

◢ Every minute, another child dies [Annan 2001].

By the end of 2001, approximately 40 million people were living with HIV/AIDS, 3 million of whom were children. HIV/AIDS is the fourth leading cause of death globally, and the leading cause of death in many parts of Africa [Brown 2001]. In Eastern Europe, the epidemic is growing at an alarming rate. In fact, every region of the world suffers the wrath of this deadly disease.

DEEP IMPACT

The HIV/AIDS epidemic continues to devastate the educational systems of developing countries. It has reduced the ranks of educators and of the educated. For example, in 1998 alone, 4% of teachers in Zambia lost their lives to the disease [Strickland 2001]. Hard-won gains in enrollment have been erased. Many children have been orphaned, creating a disturbing trend toward child-headed households.

The epidemic poses multiple challenges to educational institutions. Participants identified some of these imperatives:

◢ Incorporate HIV/AIDS in current reform efforts.

◢ Train educators in a manner that addresses the radical erosion of human resources.

◢ Develop ways to deliver basic education in heavily affected areas.

◢ Restructure funding based on changing supply and demand.

◢ Develop social policies sensitive to infected persons.

◢ Improve HIV/AIDS prevention education.

Participants expressed the need for a comprehensive, international HIV/AIDS education program. This program should incorporate the latest developments in technology and learning theory. It must also put a human face on the epidemic and characterize it as a humanitarian crisis requiring immediate intervention.

The USAID Africa Bureau Education Team reported on its efforts to manage this crisis:

▲   Assisting the central Ministries of Education in developing a long-term response to the impact of HIV/AIDS on the education workforce

▲   Sponsoring skills-based health education and HIV/AIDS prevention

▲   Developing new methods to teach orphans and other vulnerable children about HIV/AIDS prevention

BUILDING CAPACITY

The consummate toll of HIV/AIDS suggests that existing mechanisms are not adequate to address the problem. Additional capacities in health, education, and development are needed. As noted by participants, this buildup must be a long-term endeavor and will require changes at several levels. Such progress is very difficult to achieve in a crisis—especially as social indicators worsen and personal incomes decline.

To build capacity in such unfavorable times, governments must improve their internal efficiency and take greater advantage of external assistance. Countries must reorganize activities for maximum return on investment, pool their resources, and select programming more judiciously. For example, the research agenda for HIV/AIDS should address related issues such as tuberculosis, malaria, and nutrition. Such research should also focus on multiple means of prevention (not just vaccines): drugs, microbicides, safe behaviors, etc. Building capacity to address HIV/AIDS is an enormous challenge, yet failure to do so may have catastrophic consequences. The international fight against this epidemic must become as efficient and cohesive as humanly possible.

4. THE USAID GLOBAL DEVELOPMENT ALLIANCE

BACKGROUND

The Global Development Alliance (GDA) was announced by U.S. Secretary of State Colin Powell on May 10, 2001. GDA is a USAID initiative designed to maximize development resources and expertise. It seeks to promote sustainable development through strategic partnerships across sectors-and serves as USAID's development model for the 21st Century. The initiative sponsors projects in which a relatively small investment can produce significant returns. Unlike private sources of capital, USAID does not seek early exit from activities. A number of GDA activities are planned and several are underway. One of the most visible current projects is the development of the Centers of Excellence for Teacher Training in Latin America and the Caribbean. This effort involves numerous cross-sector partnerships. While GDA is a promising model, it must still mature into an effective tool for global change. As evidenced in the literature, there are significant obstacles to forming and sustaining functional partnerships.

CHALLENGE AND RESPONSE

Participants identified potential sources of conflict in partnership activities—in general and in the context of GDA. They are summarized below:

- Difficulty communicating (e.g., language and cultural barriers)

- Inequality in decision making

- Individual agendas

- Bureaucratic constraints

- Transfer and disbursement of funds

- Establishing a presence in the field

An overriding concern among participants was how to reconcile public and commercial interests. The private sector exists to make money, and how it does so is a concern of agencies such as USAID. Partnering with firms that may have questionable development ethics compromises the integrity of missions. Any alliance between the public sector and socially abusive companies would be deemed inappropriate by many. On the other hand, the private sector may be reluctant to form partnerships due to the bureaucratic or regulatory nature of many public agencies.

MINIMIZING THREATS

Participants suggested that two elements—time and flexibility—are critical to healthy partnerships. Researching and courting potential partners and building trust require serious time commitments. Yet, many organizations rush through the process in search of quick dividends, which causes problems down the road. Too many planners confuse quick turnaround with efficiency. In reality, partnerships that are formed without substantial forethought (i.e., too quickly) are likely to become grossly inefficient. Furthermore, greater flexibility is needed to improve overall performance. Agencies must be willing to take risks and adjust their internal mechanisms to serve the goals of the partnership. The attitude of "we've always done it this way" must be abandoned.

A recent study by the Education Development Center (EDC) examined 12 intersectoral partnerships in Latin America that were deemed successful by the Inter-American Foundation [Levinger 2001]. The partnerships included local governments, businesses, public agencies, and community-based and nonprofit organizations. An important finding of the research was that the most successful partnerships did not have formal structures and were not bound by a legal contract. Rather, they were built on strong trust that ensured accountability among participants:

The openness of such arrangements enables individual partners to flexibly draw on the complementary skills present in the partnership so that each entity can make significant contributions to the common goal—even as circumstances change and new needs arise.

[Levinger 2001]

Partnerships like those proposed under GDA are part of the new development paradigm. GDA must be afforded the time and resources to fulfill its potential. If the major threats to trust and cooperation are defeated, the rewards will be great.

5. INFORMATION TECHNOLOGY

RESPONDING TO OPPORTUNITY

Workshop participants strongly supported increased use of information technology (IT) in policy and practice. This support is based on the assumption that IT will enable educators to efficiently address economic, cultural, and political issues. Participants cited several examples of how IT has maximized resources in business, health care, and government. In all sectors, it has become a powerful and attractive tool.

IT is a major theme of current USAID programming. The Agency's DOT.Com initiative is designed to harness the tremendous potential of IT and apply it across sectors. DOT.com is divided into three subprograms:

◢ DOT.Gov develops policies that promote Internet access and market-based telecommunications industries. The goal of DOT.Gov is to create more efficient governments and stimulate interaction with citizens through the use of IT.

◢ DOT.Net is a program to expand Internet access in underserved areas—and incorporate IT in education, social programs, and governance.

◢ DOT.Edu encourages the use of IT in education, especially teacher training.

On the international level, USAID is assisting the World Bank and the UN in developing their IT policies. USAID is also working with the G8 to build local capacities and evaluate economic readiness for IT.

GLOBAL ACTIVITY

Participants reported on the progress of USAID-supported IT projects in developing countries. Updates on selected activities follow:

- ProInfo (Brazil) -

ProInfo is a decentralized national program to incorporate IT in teaching and learning in public schools. Initial outcomes are encouraging: attendance has improved, teaching is more interactive, and learning is more intense and learner-driven. The challenges facing ProInfo include measuring impacts, promoting new teaching methods, and sustaining the program over time.

- Proyecto Enlace Quiché (El Quiché, Guatemala) -

This project is designed to strengthen cultural identity and bilingual education in Mayan communities through the use of IT. Electronic applications are used to teach students about Mayan language and culture. As such, IT and the subject matter are intertwined. Students learn about the technology as they use it to acquire other knowledge.

- Net/Work Project (South Africa) -

Net/Work promotes distance learning at Vista University, a historically disadvantaged institution with seven campuses in three provinces. Partners in the project include Prince George's Community College in Washington, D.C., the College of Southern Maryland, Africare, and the Public Broadcasting Service/Adult Learning Service. Net/Work is developing several Internet-based courses for faculty and students (with emphasis on IT training) and pursuing internships with IT companies for students. Project personnel are working to overcome several challenges: technical problems, student access to computers and the Internet, personnel changes, and setting up conferencing systems.

- GreenCOM -

GreenCom is a global development initiative that uses IT to raise awareness about environmental issues. As such, its activities are highly coordinated with the Global Learning and Observation to Benefit the Environment initiative (GLOBE). In Jordan, GreenCOM has worked with USAID to train 20 teachers for GLOBE programs. Currently, GreenCOM and USAID are working to bring Internet access to Central Russia to further GLOBE programming.

- Interactive Radio Instruction -

The use of radio in education is nothing new, and it continues to enjoy enthusiastic support. Initially, radio was used to supplement basic classroom instruction. Later, it became a stopgap measure during funding or teacher shortages. Today, radio is used as the primary means of instruction in areas where traditional educational systems have collapsed.

Interactive radio instruction is supported by USAID in many countries. The following programs were noted in the workshop:

- In Haiti, the Education 2004 program provides radio instruction in language arts and mathematics in Creole several times a week.

- In Guinea, lessons in mathematics and French for grades 1 through 6 are broadcast daily.

- In Honduras, instruction is provided to post-primary unemployed youth, with emphasis on grades 7 through 9.

- In Zambia, radio is used to reach children who do not attend school. Twenty-two radio learning centers were established in the summer of 2000 using local resources. With USAID funding, the number of centers is expected to reach 300 this year.

CRITICAL ISSUES

The use of IT in education raises a number of issues related to quality, cost, and technology. Participants strongly agreed that content and pedagogy are just as important in IT programs as they are in traditional instruction. One potential problem is that learning on computers promotes linear, rational thinking. Research has shown that the most important and creative thinking does not follow this straight path. Moreover, teachers and students must possess certain technical skills, which requires additional training. Mechanisms to evaluate the quality and accessibility of programs must also be developed. Issues of student socialization and language of instruction are important as well.

The price of implementing IT systems can be enormous. The cost of equipment, staffing, and maintenance is beyond the resources of many developing nations. However, if these factors are overcome, countries can achieve long-term savings and independence. Participants also raised concerns about infrastructure and connectivity. Some even expressed that educators who push for greater use of IT are out of touch with the realities of the developing world.

As illustrated in the workshop, IT is promising but imperfect. While the potential of IT should be exploited, educators must heed its limitations. A balanced perspective on IT is necessary to ensure a quality education for all.

6. ABUSIVE CHILD LABOR

TARGETING THE INTOLERABLE

According to estimates, approximately 250 million children under the age 18 are working. About half of these children work full-time. The international community has pledged to eradicate labor practices that harm or exploit children. Abusive forms of child labor include prostitution, forced labor, soldiering, drug trafficking, exploitive domestic servitude, and hazardous industrial jobs. One egregious example of such abuse can be found in Nepal, where an estimated 17,000 girls are trafficked across the border every year for sexual exploitation [Hafkin and Taggart 2001].

There is renewed interest in child labor thanks to the efforts of several international organizations. Among others, the United Nations Children's Fund (UNICEF), the International Labour Organization (ILO), and the U.S. Department of Labor have developed strategies to combat abusive child labor throughout the world. Participants reviewed these strategies and the lessons from each.

THE UNICEF APPROACH

UNICEF has employed numerous tactics to eliminate abusive labor:

▲   Legal and political advocacy

▲   Social sensitization and mobilization campaigns

▲   Information sharing partnerships

▲   Training and capacity development

▲   Monitoring and evaluation

▲   Child participation in elimination efforts

Furthermore, UNICEF has expanded its definition of abusive child labor to include domestic labor, agriculture, industry, trafficking, and construction.

- Lessons Learned -

As presented in the workshop, much has been learned during the course of the UNICEF campaign:

- Child labor causes poverty.

- There is a basic need for reliable scientific data.

- A "convergence of services" is needed because child labor is not just about poverty.

- Women's economic empowerment is essential to ending child labor.

- Children between the ages of 15 and 17 are most at risk and require special protection.

- Children must have access to quality education as an alternative to work—and educators must do more to recruit and retain students.

The International Program on Elimination of Child Labour (IPEC)

IPEC is an ILO program that combats the most abusive forms of child labor. IPEC has grown from 6 program countries in 1992 to 70 program countries in 2001. The number of donors has risen from 1 to 25 [Myrstad 2001]. The key elements of IPEC include general outreach, partnerships, assessing child labor problems, and developing national policies against child labor. IPEC is now developing a series of programs to eliminate the worst forms of child labor in El Salvador, Nepal, and Tanzania.

- Lessons Learned -

International experience with IPEC programming offers these insights:

- Nonformal education and social awareness are effective tools against child labor.

- Vocational training must teach marketable skills.

- More holistic forms of education are needed to keep children in school.

- Teachers can be a powerful force in changing labor practices.

THE INTERNATIONAL CHILD LABOR PROGRAM (ICLP)

ICLP is an initiative of the U.S. Department of Labor that provides research, public information, domestic grants, and technical assistance on child labor. From 1999 to 2001, 38 direct action programs were implemented under ICLP. Such programs are designed to identify at-risk children and withdraw them from abusive labor situations. ICLP also works to provide transitional settings for children and increase their capacity to succeed in school.

- Lessons Learned -

The following lessons have emerged from ICLP programs:

- Efforts to withdraw children from abusive work must be accompanied by efforts to ensure schools' capacity to absorb them (e.g., increasing the number of teachers).

- To ensure a successful transition, the time between identification, withdrawal, and placement of children must be short.

- Educating child laborers is different than educating children who have not worked. Transitional and non-formal schooling is needed.

- Parental and community involvement increases the likelihood of success.

The importance of education is a recurring theme in these efforts to protect the world's children. In light of lessons learned, education for all may be the most powerful weapon against abusive child labor.

7. HUMAN CAPACITY DEVELOPMENT AND TRAINING: ADVANCES AND INNOVATIONS

Participants discussed several means of improving human capacity and performance. A review of selected methods follows:

PERFORMANCE IMPROVEMENT

Performance Improvement (PI) is "a systematic approach to analyzing current and desired performance in an organization" [Gilboy and Raphael 2001]. The premise of PI is that performance is determined at the organizational level. Thus, organizational change (not individual training) is the most effective means to build human capacity.

Using the PI approach, performance is measured in three steps:

◢ Performance analysis: Does the organization have a clear vision and objectives?

◢ Process analysis: Does the organization have adequate workflow, information flow, and procedures?

◢ Job/employee analysis: What are the employees' tasks and responsibilities? Are employees capable of performing them?

Tools to obtain this information include personal interviews, focus groups, analysis of relevant documents, and observation of employees. Once current performance has been measured, the improvement process can begin:

◢ Conduct a performance gap analysis (i.e., measure the difference between current performance and desired performance).

◢ Conduct a cause analysis to find out why the gap exists.

◢ Build consensus for change within the organization.

◢ Propose and design interventions with partners.

◢ Implement interventions.

◢ Monitor changes and make adjustments as needed.

As discussed, PI aims for incremental organizational change. It is an interesting, logical approach to addressing performance issues.

SCHOOL-BASED CIVIC EDUCATION

School-based civic education is a USAID-supported initiative to promote democracy in early childhood education. As stated in the workshop:

> *[Children] who encounter democratic principles at a young age are more likely to develop a democratic world view as adults, translating into respect for individual and human rights, and personal empowerment within the framework of civic responsibility.*
>
> *[Coughlin 2001]*

Step-by-Step (SBS) programs are used in 28 countries to introduce democratic educational methods: democratic classrooms, community involvement, learner-centered activities, cooperative projects, and lessons in critical thinking and decision making. SBS programs are used by more than 82,000 teachers and impact 600,000 children [Coughlin 2001]. A 1999 study by USAID found that democratic practices are pervasive in SBS classrooms.

DIGITAL STORYTELLING

Another approach to human capacity development is digital storytelling. As presented in the workshop, digital storytelling is using video to tell meaningful stories. This technique can convey three types of knowledge: (1) explicit knowledge, which is codified by text and data; (2) implicit knowledge, which is not yet codified (but can be); and (3) tacit knowledge, which is intangible (i.e., intuition).

Storytelling is used by people to convey ideas, experiences, theories, emotions, desires and interpretations. Although it is often associated with fiction, storytelling is an important skill. Many effective leaders are great storytellers. The power of storytelling combined with that of video is a dynamic educational tool.

DISTANCE EDUCATION

Several distance education software packages were reviewed at the workshop. The U.S. government and the private sector are collaborating to make such materials widely available on the Internet. This work is known as the Advanced Distributed Learning and Sharable Courseware Object Model (ADL/SCORM).

Since distance education is a mature concept, several principles of its development have been established. First, programs should focus on learning, not technology. Second, distance education requires human infrastructure. Third, it must be guided by certain values such as excellence, diversity, and accountability. Finally, distance education requires substantial organizational commitment. Due to the last point, partnerships are critical to the success of distance education. Most programs are supported by a network of universities and other organizations.

Certainly there is no universal prescription for human capacity development. The success of any approach will depend on a number of situational factors. The challenge for educators is to match identified needs with the most appropriate means of development.

8. SECTOR CAPACITY BUILDING: HIGHER EDUCATION PARTNERSHIPS

ONE IS GOOD, TWO ARE BETTER

As noted throughout the workshop, partnerships are essential to capacity building. In higher education, partnerships can be especially effective. Unlike other types of organizations, universities house diverse expertise and perspectives-and are oriented toward long-term development. The level of fund matching and cost sharing is quite high in university partnerships, and access to resources is generally good. The best of such arrangements yield results well beyond the lifespan of the partnership.

Through its partnerships, USAID is helping internationalize higher education. Students and faculty exchanges are a key element of this effort. The potential benefits of such partnerships include greater cross—cultural cooperation and improved economic and social ties.

While higher education partnerships enjoy special strengths, they also present unique challenges. Participants analyzed these challenges and how to tackle them.

ANATOMY OF A PARTNERSHIP

Higher education partnerships were described as "organic" because they usually develop in stages:

◢ Exploration

◢ Establishing trust

◢ Coordinating systems

◢ Cooperation

Furthermore, participants identified several characteristics of successful partnerships:

◢ A supportive country context

◢ Mature participating organizations

◢ Similar organizational activities

◢ Similar norms and organizational cultures

◢ Complementary income structures (to avoid competing for the same donor funds)

Generally speaking, three overall themes emerged as critical to success: parity, common vision, and transparency.

ACHIEVING SUSTAINABILITY

As presented in the workshop, true sustainability in higher education partnerships includes the following:

◢   Maintaining the interest of partners

◢   Commitment to performance benchmarks

◢   Replication of specific partnership strategies in different environments

Based on the experience of participants, the strategy to ensure sustainability must be established early in the partnership. Among other features, this strategy should include provisions for dispute resolution and long-term financial viability.

9. EDUCATION IN CONFLICT/CRISIS SITUATIONS

ORDER AMID CHAOS

There are three types of circumstances in which education in crisis situations (ECS) may be required:

◢ Natural disasters

◢ Armed conflicts

◢ "Quiet" crises (epidemics, famine, failure of social systems, etc.)

Participants cited four reasons why education should be provided in these situations:

◢ Education is a human right according to many international declarations.

◢ The extent of need constitutes a moral imperative.

◢ Education mitigates crisis and conflict.

◢ Education promotes sustainable development.

ECS IN PRACTICE

Despite recognition of the importance of ECS, it is still dependent on short-term emergency funding and reaches only about 30% of children in need [UNHCR 1995]. This percentage is much lower in war zones because schools are often literally under fire. Naturally, safety is a major concern in ECS programs. Practitioners have also discovered that psychological trauma in children can be severe.

ECS typically occurs in four stages:

◢ Stage 1: Establishing safe gathering places and recreational activities

◢ Stage 2: Establishing nonformal education on crisis-related topics such as conflict prevention, immunization, and sanitation

◢ Stage 3: Establishing formal education using a standard curriculum that is compatible with the national curriculum

◢ Stage 4: Preparing learners to return home

Within the development community, there is a strong movement to support ECS. The focal point of international efforts is the recently formed Inter-Agency Network for Education in Emergencies (INEE). This international alliance seeks to establish development strategies and best practices for ESC programs. INEE members include multinational and bilateral agencies, governments, foundations, and practitioners in the field. (It is important to note that INEE itself is a conceptual alliance; it has only one employee.)

ECS offers high return on investment. In addition to the obvious educational benefits, it provides social protection and a sense of normalcy—and frees parents to address other issues such as food and water distribution. Nevertheless, funding for ESC continues to be a challenge. Many donors view education as a subordinate priority in crises. It receives far less support (politically and financially) than other forms of humanitarian aid. The members of INEE are working to change this perception. Given the intense demand for ECS, international policy must become more responsive-or millions more will be left behind.

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Appendix

PRESENTATIONS BY THEME

BASIC EDUCATION AND EDUCATION FOR ALL

Including the Disabled: A Case Study
Irma McLaurin, AAAS Diplomacy Fellow, USAID

Integrated Pest Management: Using School and Community Approaches to Educate Women and Girls
David W. Kahler, Vice President, World Education

Assessing Basic Education in the Wake of EFA
Eileen Kane, President, GroundWork
Christina Rawley, Human Resource Specialist, GroundWork

Leaving No One Behind: Adult and Second Language Literacy Needs
Peggy McCardle, Associate Chief, Child Development and Behavior Branch, NIH

Debating the Issues in Basic Education
George Dalley, Chief of Staff, Office of U.S. Congressman Charles Rangel
Anne Dykstra, Senior Advisor on Girls Education, Global Office for Women in Development, USAID
Steve Anzalone, Education Development Center
Jane Schubert, Senior Research Fellow, American Institutes for Research
Bob Prouty, Education Specialist, The World Bank
Donald Bundy, Lead Specialist in School Health, The World Bank

Overview: Education for Development and Democracy Initiative
Carolyn Coleman, Deputy Coordinator, Education for Development and Democracy Initiative
Freeman Daniels, Field Liaison Officer, Education for Development and Democracy Initiative
Patricia Bekele, Congressional Liaison, Education for Development and Democracy Initiative

Public/Private Collaboration in Basic Education: Falconbridge Case Study
Virginia Lambert, Consultant, GroundWork
Joel Gomez, Director, Institute for Education Policy Studies, George Washington University

EDUCATODOS 7-9: Fast Track to the 9th Grade in Honduras
Diane Leach, Chief, Education and Training Division, USAID/Honduras

Debating the Issues in Basic Education Part II: Appropriating Support
Beth Tritter, Legislative Director, Office of U.S. Congressperson Nita M. Lowey
Diane Leach, Chief, Education and Training Division, USAID/Honduras
David P. Evans, Team Leader, Education and Human Resources, USAID
Peter B. Kresge, USAID/Morocco

Meeting Your Educational Data Needs
Tracy Brunette, Office of Sustainable Development, USAID/Africa
Kristi Fair, DHS EdData,
Anne Genereux, DHS EdData

Exploration of the Online Global Education Database
Jan Schrader, Economic Analyst, Development Information Service

ECONOMIC GROWTH AND WORKFORCE DEVELOPMENT

Rising to the Workforce Challenge
Monika Aring, Education Development Center, Inc.

Developing an Entrepreneurial Workforce: Making Entrepreneurs into Employers, Making Employees Entrepreneurial
Michael Caslin, CEO, National Foundation for Teaching Entrepreneurship

Applications of Skills Development for Employability
Michael Caslin, CEO, National Foundation for Teaching Entrepreneurship
Margie Brand, Making Cents

Experiential Learning: Making Cents
Margie Brand, Making Cents

Globalization: Why a "Soft Skill" Like Customer Service Makes a "Hard" Difference in the Bottom Line
Simon Bailey, Disney Institute

Workforce Development and Competitiveness in Your Country: Field Realities and the Diagnostic
Tessie San Martin, PriceWaterhouseCoopers

HIV/AIDS AND INSTITUTIONAL/HUMAN CAPACITY IMPACTS

Equipping People to Address the Institutional Impacts of HIV/AIDS
Nancy Carter-Foster, Director, Office of Emerging Infectious Diseases, U.S. Department of State

The Institutional Impact of HIV/AIDS
Malcolm McPherson, Professor, John F. Kennedy School of Government, Harvard University
Brad Strickland, HIV/AIDS and Education Coordinator, Office of Sustainable Development, USAID
Edmund Tramont, Named Director of the Division of AIDS, NIH

Mission Response to the Challenge of HIV/AIDS
Stacy Rhodes, Mission Director, USAID/South Africa
Kent Noel, Education Officer, USAID/Zambia
Sara Rasmussen-Tall, EDDI Coordinator, USAID/Senegal

Today's Youth, Tomorrow's Workforce: Youth Meeting the Challenges of HIV/AIDS
Precious Hamukwala, Fulbright Scholar, University of Alabama
Alba Fishta, Fulbright Scholar, Tulane University

USAID Approaches and Mechanisms for Mitigating the Impact of HIV/AIDS
Pat Fn'Piere, Democracy Specialist, Center for Democracy and Governance, USAID
Brad Strickland, HIV/AIDS and Education Coordinator, Office of Sustainable Development, USAID

THE USAID GLOBAL DEVELOPMENT ALLIANCE

Principles of Design and Operation
Barbara Turner, Acting Assistant Administrator, USAID
Curt Reintsma, Global Development Alliance Secretariat, USAID
Drew Luten, Global Development Alliance Secretariat, USAID

Principles of Design and Operation: What Lessons Do We Have?
Curt Reintsma, Global Development Alliance Secretariat, USAID
Drew Luten, Global Development Alliance Secretariat, USAID

INFORMATION TECHNOLOGY

Interactive Radio: Reaching the Forgotten and Left Out
Faustina Sinyangwe, Educational Broadcasting Service, Zambia
Kent Noel, Education Officer, USAID/Zambia
Michael Laflin, Education Development Center, Inc.
Stephen Anzalone, Education Development Center, Inc.

Community Internet Centers and Schools
Dennis Foote, Project Director, Academy for Educational Development
Steve Dorsey, Deputy Director, Academy for Educational Development
Mary Fontaine, Communications and Information Specialist, Academy for Educational Development

Computer Assisted Training and Learning in the Classroom
Dennis Foote, Project Director, Academy for Educational Development
Eric Rusten, Director, LearnLink, U.S.-Brazil Learning Technologies Network
Sabina Béhague, Project Coordinator, Academy for Educational Development

Education for All and Information Technology
Buff Mackenzie, Deputy Assistant Administrator, Center for Human Capacity Development, USAID
Orde Kittrie, Special Assistant to the Under Secretary of State for Economic Affairs

Roundtable Discussion-GreenCOM: Networking Schools for the Environment
Brian Day, GreenCOM, Academy for Educational Development
Randi Stone, The GLOBE Program

Distance Education for the Developing World: A Sampler of Higher Education Community and Host Country Partnerships with Advice for Success
Janet Poley, President, American Distance Education Consortium
Marilyn Pugh, Professor, Prince George's Community College
Kelly Wong, Center for International Development and Conflict Management, University of Maryland
Stephen Ruth, Director, International Center for Applied Studies in IT, George Mason University

Gender and the Digital Divide
Nancy Hafkin, President, Knowledge Working, Inc.

ABUSIVE CHILD LABOR

International Trafficking in Women and Children: Two Perspectives
Carla Menares Bury, Senior Program Analyst, Bureau for International Narcotics and Law Enforcement
Martina Vandenberg, Researcher, Women's Rights Division, Human Rights Watch

Congressional Perspectives on USAID's Role in Using Education to Combat Child Labor
Caleb McCarry, Director, House Sub-Committee on Western Hemisphere
Hans Hogrefe, Senior Legislative Assistant, Office of U.S. Congressman Tom Lantos

Strategies to Combat Abusive Child Labor: ILO-IPEC, USDOL, and the World Bank
Frans Rosealers, Director, International Programme on the Elimination of Child Labour, ILO
Eileen Muirragui, Coordinator, International Child Labor Program, U.S. Department of Labor, Iqbal Kaur, World Bank

USAID Approaches and Lessons Learned from Using Education to Combat Abusive Child Labor
Raouf Youssef, Officer in Charge, Egypt, Asia, and the Near East Bureau, USAID
Nena Lentini, Program and Social Development Officer, USAID/Brazil
Cristovam Buarque, President, Missão Criança
Francesco Nortarbartolo, Director, VR Associates
Sonia Rosen, American Center for International Labor Solidarity

Approaches and Lessons Learned in Using Education to Combat Abusive Child Labor: UNICEF and IPEC
Mary Pigozzi, Senior Education Advisor, UNICEF
Geir Myrstad, International Programme on the Elimination of Child Labour, ILO

HUMAN CAPACITY DEVELOPMENT AND TRAINING: ADVANCES AND INNOVATIONS

Performance Improvement as a Capacity Building Model, I: Approach
Andrew Gilboy, Associates for Global Change

Learning to do Democracy I: School-Based Civic Education Programs in Developing Countries
Jack Hoar, Director, International Programs, Center for Civic Education
Pam Coughlin, Executive Director, Children's Resources International
Beth Earley Farnbach, Associate Director of International Programs, Center for Civic Education

Performance Improvement II: Application
Jim Griffin, Center for Population, Health and Nutrition, USAID
James McCaffrey, Training Resources Group/PRIME II Project

Distance Learning Resources: Present and Future
Roland Droitsch, Deputy Assistant Secretary for Policy, U.S. Department of Labor
Dennis Foote, LearnLink Project Director, Academy for Educational Development

Knowledge Management Through Digital Storytelling
Michael D. Kull, Executive Director, AMPLIFI

Training Implementation and Management Issues
Barbara Brocker, USAID Procurement Office, Special Support Unit

Learning to do Democracy II: Evaluating School-Based and Adult Civic Education Programs—What Do We Know About What Works?
Harry Blair, Senior Democracy Associate, Center for Democracy and Governance, USAID
Suzanne Soule, Coordinator, Research and Evaluation, Center for Civic Education

SECTOR CAPACITY BUILDING: HIGHER EDUCATION PARTNERSHIPS

Partnerships and Sector Impacts
Gale Wagner, Professor, Texas A&M University
Ed Stoessel, Professor, Eastern Iowa Community College District

Are Partnerships for You?
Shelby Lewis, Director, International Development Partnerships
Joan Claffey, Director, Association Liaison Office for University Cooperation in Development

Building Local and International Partnerships to Strengthen Basic Education
Jane Schubert, Director, Improving Educational Quality Project, American Institutes for Research
Josiah Tlou, Professor, Virginia Polytechnic Institute and State University
Ron Israel, Vice President and Director of Global Learning Group, Education Development Center

Current and Future Partnerships: Mission and Host-Country Perspectives
Futhi Umlaw, Partnership Manager, USAID/South Africa

EDUCATION IN CONFLICT/CRISIS SITUATIONS

Education and Conflict Prevention
Frank Method, Institute for Reconstruction and International Security through Education

What You Really Need to Know: A Primer
Jane Benbow, Director of Basic and Girls' Education, CARE
Nancy Drost, Coordinator of Inter-Agency Network for Education in Emergencies, UNESCO
Carl Triplehorn, Independent Consultant

Natural Disaster vs. Armed Conflict: Impact on Education Systems
Marc Sommers, Research Fellow, African Studies, Boston University
John Helwig, Senior Education Specialist, USAID/Honduras

Interagency Support to Education in Crisis Situations
Barbara Reynolds, Education Program Officer, UNICEF
Mark Walkup, Research and Evaluation Coordinator, U.S. Department of State

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No One Left Behind

Increasing the Reach of Quality and Education
The Human Capacity Development Workshop 2001

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